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ABSTRACT

A survey was conducted of libraries that responded with interest to an article written about Cuyahoga County Public Library's Project LEAP, Library Educational Alternatives for Preschoolers. Project LEAP is an outreach service designed to get books to children who are in day care facilities and cannot come to the library. From this survey, a list of outreach services to preschool children and their care givers was compiled as part of the study. A description of the libraries was also obtained to see if there was a correlation between certain library demographics and whether or not a library had outreach services to preschool children. An annotated listing of libraries with outreach services is attached. (25 references) (Author/MAB)

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A STUDY OF OUTREACH SERVICES
TO PRESCHOOL CHILDREN AND THEIR CARE GIVERS

A Master's Research Paper submitted to the
Kent State University School of Library Science
in partial fulfillment of the requirements
for the degree Master of Library Science

by

Timothy J. Protiva

April, 1991

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ABSTRACT

A survey was conducted of libraries that responded with interest to an article written about Cuyahoga County Public Library's Project LEAP, Library Educational Alternatives for Preschoolers. Project LEAP is an outreach service designed to get books to children who are in day care facilities and cannot come to the library. From this survey, a list of outreach services to preschool children and their care givers was compiled as part of the study. A description of the libraries was also obtained to see if there was a correlation between certain library demographics and whether or not a library had outreach services to preschool children.

Master's Research Paper by

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B.A., Cleveland State University, 1988

M.L.S., Kent State University, 1991

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I. Introduction

Literacy! This is the new buzzword in libraries across the United States for the 1990s. In order to help solve the problems of illiteracy libraries must change their patterns of service. Some libraries are attempting to reach out to children who do not go to the library often; however, many continue to concentrate their services on the child that already comes to the library. Of course, these programs are very beneficial for they encourage children to read, but what about the children who cannot come to the library? These children are the ones who are educationally in danger. Many problems can prevent the child from coming to the library. One of the biggest problems is time. In this age of dual-income families and single parents, many parents simply do not have the time or "are not motivated to bring their children to storytimes." Even if they by chance had the time, they might find that the library has closed early or is only open on select evenings. What is to be done for these children?(1)

In today's society of the working family, many children are put in day care facilities while their parent(s) are at work. According to the United States Census Bureau's 1984-85 data 37 percent of the 8.2 million preschoolers are in family day care. "Another 23.1 percent of the nation's 8.2 million preschool children spend most of their time in day care centers or preschool programs."(2) Due to seat belt laws in certain states and limited ways of transportation,

many centers have had to cut or cancel their trips to the library. One way of dealing with this problem is to work with teachers or care givers in order to reach out to these children and get them interested in reading. One such program is in the Cuyahoga County Public Library System in Ohio. Project LEAP, The Library's Educational Alternative for Pre-schoolers, is a program designed to enable children in day care centers and nursery schools to enjoy and experience books and stories.(3)

The mainstay of the project is a collection of storytime kits and puppet shows designed for children five years old and under. Each storytime kit contains "eight books on a specific theme or concept, a piece of appropriate realia, and a storytime tip sheet."(4) The puppet shows consist of all that is needed for a one-man show-- "puppets, props, a written script, and a recorded script on a cassette tape."(5) These are not the only aspects of the program. Janice Smuda, the project librarian, is the resource person care givers can go to for help. She arranges workshops, develops book lists, puts out a quarterly newsletter, and conducts staff training visits for care givers right at the care centers.(6) The importance of this program can be seen by the simple fact that in an eleven month period Project LEAP "circulated over 2,100 LEAP kits and puppet shows that reached more that 70,400 children and care givers."(7)

II. Definition of Terms

For this study there is one term that needs to be defined.

Preschoolers are primarily children between the ages of 2 years and 5 years old. These children are also in professional day care centers and not placed with relatives or into an individual's private home. The day care centers that are targeted by Project LEAP are licensed care facilities. In many instances, children attending Kindergarten for half day sessions are also in these centers. These children will be included in with the preschoolers for they are also served by this program.

III. Limitations of the Study

Most of the preceding information about Project LEAP was obtained from an article written by Linda Rome in the October 1989 issue of Wilson Library Bulletin. The article gave a basic description about the program, its services, and how it obtained its funding. At the end of the article, Project LEAP's address was given if individuals wanted additional information. About one hundred letters of inquiry have been received since the article's publication. This study used only a small sample of those letters to obtain a list of libraries to write to for information.

IV. Literature Review

Very little has been written on the topic of outreach services to preschool children. Much of the literature to date consists of articles or books about services offered by a library system or opinions about the topic. As described previously, Linda Rome's article on Project LEAP gives in brief a description of the service. The article also contained one of the reasons why the program was started. The program was created by Cuyahoga County Public Library Children's Services Manager Priscilla Drach. She explained that some years ago she heard that there were fewer and fewer day care centers bringing children to the system's twenty-seven libraries. She found out that the reason for this drop in attendance was because of a new seat belt law which required children who were four years old or younger or who weighed less than forty pounds to be placed in car seats. It is very restrictive for those day care centers that do not have enough car seats to take the children to the library. Priscilla Drach states, "We felt they were not getting a hold of library books in day care settings, and we wanted to make sure that they had experience with library materials." (8)

In the grant written by Priscilla Drach for Project LEAP practically the same reasoning is given for the program as is for LCCL. As stated in the grant proposal, three groups will benefit from the program -- children, care givers, and parents. The preschool children will benefit from the stories, puppets, songs, and finger plays crammed into kits specially created for them by

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children's librarians. "The Kits will be planned to stimulate reading readiness and cognitive learning skills in children through age five." (9) These Kits will permit the children to see and hear much of the same high quality art and literature that is used in preschool programs in the library. The children's social and verbal interaction with their peers and with their parents and care givers will be enhanced as they re-tell the stories and understand the concepts. Their reading readiness skills will mature as their attention spans increase and they are capable of listening and enjoying more complicated literature and art. "This careful emphasis on the joys of reading and listening is one way the public library can work to combat illiteracy at a very early age, before it even begins." (10) The two other groups, care givers and parents will also benefit. Care givers will feel a link with the library through this project. They will have an increased understanding of library service and materials and will learn how to use these materials with children. Care givers will have a quick and easy access to a service that will permit the library to furnish quality literature to preschoolers who must spend large amounts of time in day care centers. "Parents and care givers will become aware of the community agencies and resources available for advice and support. They will become more aware and knowledgeable about the developmental needs and capabilities of young children." (11)

Denniston wrote a book on a particular outreach program called the Library Child Care Link Project (LCCL). She states, "Traditionally, library service for children has included such things as storyhours, puppet shows, and other programming, most of which

takes place at the library."(12) However, in order to benefit from such services, the child must be able to visit the library. "Today fewer and fewer children have traditional families - with one non-working parent at home."(13) With a large amount of women in the work force and a proliferation of one-parent families, many more children do not have access to the library during regular work hours: Monday through Friday. In Santa Clara county where this program is located "there are 18,500 children ages three to five, in 400 child care centers because there is no one at home to care for them."(14) LCCL which is similar to Project LEAP was developed on the rationale that storytimes at child care centers enabled children "to be exposed to children's literature and to learn about library services" and that care givers "would incorporate storytelling into their daily schedules."(15) Care givers were emphasized in another article.

According to Krell and Pottle's article entitled "Services for Adult Caregivers of the Very Young Child," many librarians are now recognizing the importance of serving adult care givers of preschool children and are hard at work in creating outreach services and programs for them. Although an assortment of programs and services are presently being offered, three types of service are now evident-- workshops, story-kits, and newsletters. Programs such as workshops on storytelling are offered so that care givers can get children interested in books. Growing in popularity are the story-kits. These kits usually contain books and other materials based on a theme and are to be used in a story time at the day care center. Newsletters are being published by many libraries today. Listings of new children's books, programs offered by the library, and articles

on reading readiness are just a few item that can be included in a newsletter.(16) Why make all of this available to care givers?

' Rollock states that "finding parents who don't come to the library but who use other community agencies is not now as difficult a task as it might once have seemed."(17) There are a more agencies which often are better organized and have more professional personnel who "are more aware of their clients' need for reliable information and assistance in all aspects of parenting."(18) These care givers in most cases are better at understanding the workings of a library and the variety of services it offers. "So all in all, there is likely to be cooperation between librarians and other professional personnel."(19)

In Rollock's book, Public Library Services for Children, she relates the importance of reaching out to children in the community. While school can be considered maybe the most influential of the community's institutions in a child's life, today's society has made many more organizations in a child's immediate surroundings existing along with home life. Much the nineteenth century institutions such as playgrounds and churches are still in place, "as are day care and after school centers, provider homes, health and rehabilitation or correctional institutions, community centers, youth services, headstart programs."(20) These and many other child care agencies are also a part of a child's surroundings. The children's librarian who maintains a constant schedule of outreach services to contact these agencies will discover a setting in which to pose questions that relate to services to children as well as overall library service.(21)

In 1970 the New York State Education Commission's report suggested three areas that schools might not be able to address: service to the very young child, service to children in community institutions and agencies, as well as teacher, storytellers, illustrators, authors, and other individuals who may be interested in children's literature.(22) These services are not new to the children's librarian, but many have increased their outreach services in these and other venues for the past fifteen years.(23)

"Antipoverty activists of the 1960s used to good advantage the statistics showing that intelligence grows more rapidly in the first five years of life than it does in any later period."(24) In order to fight the educational deficiencies and following learning failures found often among the poor, these advocates for greater opportunities for the economically deprived were very instrumental in the growth of programs to help build a child's educational foundation before admission into school. Over the years, "the public library, in providing a stimulating yet nonjudgemental environment, became increasingly important resources for parents and other care givers who wanted to help small children learn." Without trying to mimic the structure or instruction of day care centers, children's librarians designed more programs to attract parents and care givers who are concerned with preschoolers.(25)

Bergin, Schlessinger, and Schlessinger state that the public is demanding an increase in story hours for preschoolers "due to the influx of women into the work force."(26) Mothers have less time to take "full responsibility for the care, amusement, and education of their small children."(27) Bergin, Schlessinger, and Schlessinger

conducted a survey of libraries in the state of Texas. Of the libraries that responded, 87.2 percent stated that they offered services to preschoolers. Of these libraries, 47.6 percent offered outreach to community preschool programs.(28) Why should libraries reach out to preschool children?

Bandura has stated that by way of instrumental learning parents and other individuals can shape a child's behaviors and attitudes by showering the child with attention and affection when a child acts the way that is deemed satisfactory.(29) A survey on the library habit was done by the Gallup Organization(30). As stated before, children who use the library continue the habit as an adult; however, the 85 percent correlation was greater than expected even though a 1975 survey of public library use in the state of New Jersey indicated that going to a library at a young age can be a "determining factor" in whether or not an adult will become a library user.(31) Bandura's work was used in Powell, Taylor, and McMillen's study of childhood socialization. Research to ascertain those factors which can foresee adult reading and library use has focused, until present, "primarily on demographic variables and, to a lesser extent, on some sociological and psychological behaviors that exist in the user or nonuser as an adult."(32) However, the field of social learning has generated a large amount of research regarding the universal importance of a child's socialization in order to determine the attitudes, behaviors, values, and even personality characteristics as an adult. The study examined the relevant importance of a child's upbringing in determining adult reading and library use.(33) This can also be applied to developing reading in

children. A conceivable hypothesis is the children who are taken to a library by their parents and who witness their parents reading and using the library are prone to become adults who spend a significant amount of time reading and using the library. "In addition, children who receive attention, affection, and other kinds of rewards from parents, teachers, and others for reading and going to the library should be avid readers and library users as adults." (34) The years during preschool and grade school are of the most importance because "this is the period when humans are most open to acquiring values and attitudes." (35)

In its Realities: Educational Reform in a Learning Society, the American Library Association's (ALA) Task Force on Excellence in Education summarizes the importance of services to preschool children. Four realities are pointed out of which three are of great importance to those librarians that serve preschool children. "Learning begins before schooling, people in a learning society need libraries throughout their lives", and "Public support of libraries is an investment in people and communities." (36) The report details what libraries can do to help preschoolers learn. It states that libraries can contribute in two ways: through its services, materials, and programs that help parents boost their skills and capabilities, and through programs that deal directly with the children. (37)

Library service to day care staff and parents aids preschool learning in all sorts of ways. Libraries furnish books for adults to read to children. Groups of children in day care centers and public libraries listen to stories and mimic them. Children can check out

books and other materials from libraries. Toddler programs are the building blocks that bring preschoolers and their parents to the library together providing a foundation for later use of libraries by the same children as they grow older. All of these experiences for preschoolers demand a great deal of work by motivated, zealous adults -- adults who will cultivate a passion for reading. Care givers, parents, and volunteers learn from librarians how to choose and use library materials with children. Librarians have the experience, knowledge, and desire to engineer workshops for all of those involved with very young children. The library also has information to help face daily problems. Through the library, parents can be instructed how to use television, computers, and other devices to cultivate a child's imagination and self confidence. Librarians also assist in creating community coalitions of public librarians, school personnel, members of parent-teacher organizations, and others who are concerned with preschool learning. Public library staff who offer information and referral services aid parents in developing an alliance with preschools, day care centers, schools, and other early childhood agencies.(38)

V. Research Methodology

In order to assemble data regarding outreach services to preschool children, a survey was designed to gather information on the many aspects of outreach services to preschool children and the libraries that house them. Project LEAP was used as the standard in formulating the questions for this survey. Most of the information about Project LEAP was obtained from an article in the October 1989 issue of Wilson Library Bulletin. This article by Linda Rome gave a basic description of the program, its services, and how it obtained its funding. At the end of the article, Project LEAP's address was given for those individuals that wanted additional information. Janice Smuda, the project's librarian, received a number of inquiry letters due to the article. The purpose of this study, which can be classified as a follow-up study, is to find out if any of those individuals have or are in the process of planning outreach services for preschool children. From those letters a list of libraries was compiled and the libraries were chosen at random to receive a questionnaire.

The reason why such a select group was used was due to the fact that they responded to the article on Project LEAP. Since those libraries responded to the article, they must have been interested in the concept on which Project LEAP was built, and many of them stated so in their letters of inquiry. By using those letters, a preliminary survey inquiring about interest in outreach services for preschool children was eliminated. The questionnaire was mailed to those librarians that wrote for more information. The libraries were

asked to fill out the questionnaire on the basis of their library system as a whole and not on their individual library branch. The following information was gathered from the questionnaires: the size of the population that particular library system serves; the number of librarians in their library system's Youth Services Department that have a Master's degree in Library Science; and whether the library system has an outreach program for preschool children. If the library system did not have an outreach program, they were asked whether or not they were in the process of planning an outreach program for preschool children, and whether or not they had knowledge of outreach services for preschool children prior to the article on Project LEAP. If they were planning such a program, they were asked what type of outreach service for preschool children were they planning and what age range would it be targeted for. In the case where the library system did have an outreach program for preschool children, the librarian was asked to fill in what type of outreach service do they have; how successful was the program; were grant moneys used for the program; was there a full time librarian with a Master's degree in Library Science involved with the program; and finally, who was the program targeted for.

The questionnaire was mailed to those libraries and a date was given when they were to be returned. Three weeks after that date, a follow-up letter was sent to those librarians that did not return the previous questionnaire.

In addition, if a library system had an outreach service for preschool children, a card was sent along with the survey for the librarian to fill out the address of that service. With those

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addresses and surveys, a list of libraries that had outreach services was compiled as well as the services they provided. From the data gathered by this survey, it might be possible to assess what a library system needs in the way of staffing to have an outreach service. Also, this survey will see if there is a correlation between the size of the population served and if the library system had an outreach service for preschool children. Based on the model of the Cuyahoga County Public Library system and Project LEAP, this researcher believes that a library system needs to serve a large population and have a large youth services staff in order to support an outreach program of this nature.

This information will benefit all who are involved with outreach services for preschool children or who would like to become involved with such a program. It is a good way to find out what else is out there and build a type of "network" where ideas and problems can be shared.

VI. Results of the Survey

The information collected during the survey has been tabulated and arranged in such a way as to establish what type of library will have outreach to preschool children. Also, the different types of outreach services were collected to see which one is the most popular. Much of the additional information such as other types of outreach services not mentioned previously came from the librarians themselves. Many wrote comments and gave brief descriptions of their libraries and the outreach services they provide.

In designing the questionnaire, information about the characteristics of the libraries were collected. Specific demographic factors might affect the likelihood of a library having outreach services to preschool children.

A total of forty-five questionnaires were sent out to various libraries across the United States. The number of surveys that were returned far exceeded preliminary expectations. Thirty libraries sent their completed questionnaires back within the first two weeks of the survey giving a 66.7 percent return rate in the period of time. These returns were received with great enthusiasm. In the weeks that followed, seven more questionnaires were returned thus giving a 82.2 percent returned questionnaires. This return rate seems to show how many libraries and their staff feel about outreach services to preschool children; some have stated an interest in the outcome of this survey. As stated in the limitations of this study, the sample was taken from a group of letters that were sent to

Project LEAP inquiring about its services and other information. By looking at the completed questionnaires and the return rate, one might agree that many librarians want to know about outreach services to preschool children and are willing to share this information with others.

The primary purpose of this survey was to find out how many libraries from a particular sample have outreach services to preschool children. With thirty-seven questionnaires returned, a total of twenty-three libraries, 62.2 percent, have some type of outreach service to preschool children. At the onset of this survey, it was believed very few libraries would have an outreach program for preschool children. This belief was proven false. The remaining libraries did not have any type of outreach for preschoolers. Of these fourteen libraries, five are in the process of planning outreach services for preschoolers, thus leaving nine libraries who are not planning any type of outreach for preschoolers. The reasons why these nine libraries do not have outreach and are not planning for any is unknown. However, one librarian stated that due to a staffing shortage, the library system was not able to implement the idea behind Project LEAP to start a program. It can only be speculated that this is one of the many reasons why these libraries were unable to start an outreach program for preschoolers.

-- Library Demographics --

Descriptive items about the libraries include the approximate size of the population the library system serves and the number of

full time librarians who have Master's degrees in Library Science that work in their Youth Services Department. These individuals will be further referred to as full time professional children's librarians. In view of the statistics relating to population size, one would see that a majority, approximately fifty-one percent of the libraries surveyed serve a population of under 60,000 individuals. An additional twenty-four percent serve a population between 61,000 to 150,000 individuals. In total, seventy-five percent of the libraries stated they served a population under 150,000 people. In comparing the population sizes of these libraries to the population served by the Cuyahoga County Public Library system that has Project LEAP, which is approximately 1,445,000, one can see quite a difference.(39) It is understood that not all of these libraries surveyed have outreach and serve a small population. These factors will be examined later on in this study. The rest of those surveyed, approximately twenty-five percent, serve a population of over 151,000 individuals with three library systems serving over 601,000 individuals. Prior to the study, it was surmised a majority of the libraries would have fallen into this population bracket.

The response to the question-- In your library system's Youth Service's Department, how many full time librarian have their Master's degree in Library Science?-- was also surprising. A large portion, 35.1 percent have only one full time professional librarian on staff, and another 29.7 percent do not have a full time professional children's librarian. In addition, 21.6 percent of those surveyed had two full time professionals working in their Youth Service's Department. The remaining libraries were scattered across

the spectrum with one librarian stating that a total of fifty-four librarians work in that library system with forty to forty-five full time librarians with an accredited Master's degree in Library Science. In many cases, the librarian stated that their library systems had some professional staff members along with several others who are attending library school. One library system had three full time professionals in their children service's department and were in the process of hiring three more full time professionals in the next two months. The response to this question was quite similar to the first. It was thought that there would be a larger children's services staff in these libraries.

The primary purpose of this research paper is to find out if any other libraries have outreach services to preschool children and obtain a description of the different types of outreach services. A list of the libraries who provide outreach services to preschool children who also gave an address was compiled to give a more complete picture of what is out there for preschoolers. But one may ask-- what type of library can successfully run an outreach program for preschoolers? This was the reason why some simple demographics such as the size of population served and the number of full time professional children's service librarians in a library system were gathered to see if there was a correlation.

-- Analysis of Library Demographics --

In order to analyze the relationships between the size of the population served and the number of full time professional children's

librarians in a library system and whether or not a library system has an outreach program to preschoolers, the completed questionnaires were separated into the following categories: (1) libraries that did not have outreach services to preschoolers; (2) libraries that are in the process of planning outreach services to preschoolers; and (3) libraries that have outreach services to preschoolers. In each of these categories, the surveys were tallied and analyzed to see if there is a correlation between their outreach status and size of population served and the number of full time professional children's librarians in the library system. Each will be viewed separately.

In the first category, a total of nine libraries did not have outreach services to preschool children. Of those libraries that fell into this category, sixty-two percent stated they served a population of under 60,000 individuals. The remaining thirty-eight percent stated they served a population between 61,000 to 240,000 individuals. In looking over the number of full time professional children's librarians, a large percentage of the libraries in this category, about seventy-five percent, stated they did not have any or only had one full time professional children's librarian. The remaining twenty-five ranged between two to four full time professionals. These figures support the initial theory that the smaller the population served and the smaller the number of full time professional children's librarians decreases the chances of a library system having outreach services to preschool children.

The library systems which are in the process of planning outreach services are in the second category. The total number of libraries in this field is five. All of the libraries serve a

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population under 150,000 individuals with a majority, eighty percent, serving under 60,000 people. Also, there are no more than two full time professional children's librarians with forty percent not having any full time professional librarian and another forty percent having one full time professional librarian. Since these libraries are only in the planning stage, it is difficult to find a correlation with the previously mentioned theory. Some of the libraries may not be able to support an outreach program while others may develop a very successful one. It is hard to judge at this stage in the development.

The third category, libraries that have outreach services to preschool children, is the category that totally undermined the theory presented at the beginning to this study. Of the libraries that returned the questionnaires, twenty-three have outreach services to preschool children. The size of the population these library systems serve was remarkably small in comparison to the Cuyahoga County Public Library system. Approximately forty-five percent stated their library system serve under 60,000 individuals. Twenty-seven percent serve between 61,000 to 150,000 individuals. The rest were spread out along the scale with the most, 13.6 percent, serving over 601,000 people. Another incredible statistic is the minimal or lack of full time professional children's librarians in the library system. Twenty-seven percent of the library systems did not have a full time professional children's librarian and another twenty-seven percent had only one. These figures are quite small. It was believed at the start of this study that a library system needed a large population and children's services staff to run an

outreach program for preschoolers. This belief was forged with a model in mind. This model was the Cuyahoga County Public Library system, which will be further referred to as CCPL. The latest available figures for Cuyahoga County's population was in 1986 with approximately 1 445,000 people living in the county.(40) Many other library systems other than CCPL serve this population. The city of Cleveland has a multi-branch library system with a main library in downtown Cleveland. There are also a number of other cities such as Shaker Heights and Lakewood which have their own library systems. There are at least ten separate public library systems in Cuyahoga county. CCPL has all of its 28 branches in the suburbs surrounding Cleveland.

The number of full time professional children's librarians at CCPL is large. The library system has four regional libraries with at least two full time professional children's librarians and twenty-three branches with at least one full time professional children's librarian in each. By comparing the CCPL model with the figures from the survey, one would understand such a reaction.

One question that was directed toward those librarians whose library systems did not have outreach services to preschool children was if they had heard of outreach services to preschoolers prior to the article on Project LEAP. Two librarians stated they never heard of outreach services to preschoolers. One of these librarians is now planning outreach services for preschoolers.

-- Libraries Planning Outreach to Preschoolers --

The five libraries planning outreach services for preschoolers are working on several types of outreach. None of the libraries are planning to do everything like Project LEAP; however, they are planning on conducting a variety of activities. Many plan to offer booklists, workshops, puppet shows, and various other services. All of these libraries are planning to have storytime kits for day care centers. Three libraries are planning other types of outreach. One is working on coordinating storytimes at preschools. One is developing a bookmobile service. Lastly, a librarian is planning on two different programs; they are toddler lap-sit storytimes that will be held at the library as well as signed stories for the hearing impaired. All of these services will be very beneficial to aid in the education of preschool children. The librarians were asked the age range that their services would be targeted. All stated that the programs they are planning will be for children between the ages of one to five years of age.

-- Outreach Services to Preschoolers --

The twenty-three libraries which have outreach services to preschool children offer quite a variety of services. In the questionnaire, the librarians were asked to write what type of outreach service they have in their library system. The five main categories, which were based on the Project LEAP program, were made available for the librarian to describe their outreach program. A

space was added for those libraries which had outreach services for preschool children other than the ones available through Project LEAP. The outreach service offered by most of the libraries is booklists for preschool children and their care givers. Workshops for care givers of preschool children are the next on the list of outreach services. Twenty-two librarians stated that they had outreach services for preschool children other than those offered by Project LEAP. The following text will give a general description of these services. In addition, many of the librarians gave an address for their library system's outreach program to preschoolers. For each of these program, a one paragraph description will also be given. One of the librarians even gave addresses to other outreach services that are available in the state of Washington.

The "other" outreach services offered by these libraries range from storyhours to bookmobiles. Each service is briefly described in the words of the librarian who filled out the survey. Several of the librarians have preschool classes come to the library for storytime, or the librarian goes to the day care facility to present a storyhour for the children. They even have developed special collections of library materials such as books and audio and video tapes for the day care centers in their area. One librarian even went as far as to pre-charge out the books before taking them to a day care facility to make it easier for the centers to get books. Some of the librarians make weekly trips to Head Start centers, pre-Kindergarten classes, and hospitals. The librarian brings books to both the Head Start and preschool centers that can be checked out for one month. The hospital visits consist of one hour per week to share stories and

give booktalks. Bookmobiles are very popular. One bookmobile service a storytime, book collections for the children, and staff enrichment for the child care providers that work in the centers as well as for group and family child care providers. In many cases, the bookmobiles are there to provide services to preschool children who come from families with income at or below poverty level. One librarian sent a very detailed package of information about such a program. Another librarian stated that one of the library systems had on-site collections for low income centers. In many cases, the libraries offer their outreach services to in-the-home day care centers to interest these children in the library as well as the adults who supervise them. Special collections developed by librarians are available through some of the libraries. One in particular has a collection of pop-up books for children. A program for newborns and mothers provides these individuals with a new board book, a booklist, and a library information sheet. One of the many more specialized outreach programs offers bilingual books and tapes for spanish speaking migrant workers in the area. These families are given books which they are allowed to keep. This fosters the promotion of library use. The librarian receives help from special teachers who work with this population. Other outreach services to preschool children offer music programs for the children and poetry workshops for the care givers. At one of the libraries, two library assistants give a thematic and structured storytime for preschool children. For one outreach program, a storyteller was hired for one year in order to contact the nursery schools and day care centers in the area.

All of these programs are aiding in the fight against illiteracy. One librarian wrote on one of the surveys that Janice Smuda and the Project LEAP Program provide inspiration to the public libraries in the area to work harder to serve the population under the age of five who attend a child care facility and are under served by the library.

-- Staffing --

One of the questions directed toward the libraries that have outreach services to preschool children dealt with staffing. The librarian was asked if there was a full time professional children's librarian that worked with the outreach program. A majority, 78.3 percent, have a full time professional librarian connected with the outreach program. The library systems which did not have a full time professional librarian assigned to work with the outreach program did not state the reason why they did not have one; however, one librarian stated that a grant was requested to add a regular staff member for the outreach program. The grant was denied. The librarian stated the library system will continue to seek funding for a children's outreach staff member in 1992.

-- Funding --

Project LEAP was able to get grant money for the program to establish the service and to get it operational as well as a additional service called "Leap into Books." "Leap into Books" was

developed during the last phases of the grant for the program. The program put together a booklet to be used as a buying guide for individuals who want to cultivate a well-rounded collection of the finest in children's literature. This guide is based on a model library for child care facilities and contains books which appeal to and expand the interests of preschool children. This guide may also be used by anyone who wants to surround children with quality books. Approximately thirty-four percent of the libraries used grant money for their outreach services. This percentage is somewhat lower than expected. One librarian is planning for a 1991 grant in order to make storytime kits for day care centers. Many others plan to ask for additional grants in order to extend their outreach services into other areas. One of the librarians stated that the Project LEAP materials which were sent by Janice Smuda assisted in the designing of the application for the grant that is funding a very successful working program.

-- Successfulness of the Outreach Programs --

The survival of these outreach services, as foreseen in many cases, depends upon the success the program has had in the past. Of the twenty-three libraries that have outreach services to preschool children, 60.9 percent stated that their outreach program is very successful. In fact, one of the programs is so successful that the children's department has had to limit the number of centers visited each month. Thirty percent of the outreach programs are according to the librarians that run them only somewhat successful. One

librarian stated the program is just beginning and it is hard to tell how successful it is. Another librarian wished more could be done in one particular library system; however, due to the lack of funds and inadequate staffing, it is hard to continue the program. Only one librarian stated that the outreach program has met with little success. However, this particular library system is working to acquire a grant to fund a program that will better serve the community.

VII. Summary and Conclusions

In looking over the results of this follow-up survey, one can see that just about any library system can have an outreach program for preschool children. Of the predictor variables available to this researcher, only two were used in this particular survey to determine whether or not a library system will have an outreach program for preschoolers. Those two variables were: (1) the size of the population the library system serves and (2) the number of full time librarians in a library system's Youth Services Department who have a Master's degree in Library Science. Those two variables did not seem to affect the library systems that have outreach services to preschoolers; however, in some cases, the number of staff members may have affected those libraries that do not have outreach services to preschool children.

Other factors such as the availability of funds and the location of the library within the community which can limit the chances of a library system having outreach services to preschoolers were not included in this study. Although those factors maybe just as important as the ones included in the survey, it was not convenient to use them. The questions and information would have taken up much of the space in the questionnaire. Besides, the demographic information gathered for this study is secondary compared to the information about the various outreach programs for preschool children. This does not mean the information about each of the library systems was not important. It was very helpful in disproving a statement that was made at the beginning of this study by this

researcher. It is with great pride that this researcher states this. Growing up and working in such a library system like Cuyahoga County Public Library, one tends to think that only the largest library systems can offer any type of special service. It was surprising to receive information that was almost totally opposite from the Project LEAP model that was used as the basis for this study.

A study has not been done yet to determine if a child who has been served by an outreach program for preschoolers is better off than one who has not. A child who has been exposed to books and libraries through such a program may have just as good or even a better chance at conquering illiteracy as a child who can come to a library with an adult whenever they feel like.

As with any study, many unforeseen problems may arise. Problems such as misunderstood and unanswered questions may inhibit the researcher from gathering accurate information. These problems occurred in this survey; however, very few of those surveyed had problems filling out the questionnaire correctly. If this study were to be undertaken again, several items would have been changed. Some of the questions would have been worded differently. Others may have been omitted completely as in the case of the questions about library demographics. This would have left more room for additional questions about outreach services to preschoolers. Information on how the library system started its outreach program for preschoolers, when did the program start, and where did the librarian who started the program get information to assist in the setting up of the outreach program may have been added to help in the assessment of what is needed in order for a library system to operate an outreach

program for preschool children. The sample might also have been different. It was realized at the beginning that surveying such a select group may give results that were higher than the norm. This sample was only a beginning. This study maybe used as a base for additional research in the field of outreach services to preschoolers and their care givers. In fact, it is the wish of this researcher to send out additional questionnaires to different libraries across the United States to see how many more have outreach services to preschool children. It is important to find out what libraries can do to better serve the public. Children are very important individuals. They are an investment to better the future of the world. If they are not given a chance to learn and enjoy reading, who is to say what the future will be like for these individuals and the world around them.

Listing of Libraries with Outreach Services

The following libraries have outreach services to preschool children. An address is given for the service as well as a brief description based on the information provided by the librarian who filled out the questionnaire.

The libraries are listed in alphabetical order according to city.

**ROBERT RESNIK
OUTREACH LIBRARIAN
FLETCHER FREE LIBRARY
235 COLLEGE STREET
BURLINGTON, VERMONT 05401**

Fletcher Free Library offers a variety of services in its outreach program. Booklists, workshops, and puppet shows are only part of its service. Special programs such as library tours, story hours for children in hospitals, music programs, and poetry workshops are also included in its services.

**PENNY LOMMEN
ENGLEWOOD PUBLIC LIBRARY
3400 SO. ELATI STREET
ENGLEWOOD, COLORADO 80110**

The Englewood Public Library has a bookmobile that makes several stops throughout the community. Many of the stops are at or near preschools. The bookmobile has a storytime and provides activities for summer reading programs.

TINA BIXLER
EVERETT PUBLIC LIBRARY
9512 EVERGREEN WY.
EVERETT, WASHINGTON 98204

Booklists, storytime kits, puppet shows, and workshops, are only part of the services that are provided by the Everett Public Library. It also has a bookmobile service to day care centers. The library currently serves 17 centers with the bookmobile which has a librarian who presents storytimes and staff enrichment time and a selection of books for the children on the bookmobile. Presently, the library is starting a new LSCA program to serve family home child care facilities with similar services as the first bookmobile but will include training for the care givers provided by local early childhood teachers.

Tina Bixler belongs to a group of librarians who serve preschools known as the Washington Day Care Librarians. The following is a list of its members.

TERRY HENDERSHOTT
AUBURN PUBLIC LIBRARY
809 NINTH ST. S.E.
AUBURN, WA. 98002

BONNIE GERKEN
KING COUNTY LIBRARY SYSTEM
300 EIGHTH AVE. N.
SEATTLE, WA. 98109

CAROL KIPPES
KITSAP REGIONAL LIBRARY
1301 SYLVAN WAY
BREMERTON, WA. 98310

VIVIAN FETTY
SEATTLE PUBLIC LIBRARY
1000 FOURTH AVE.
SEATTLE, WA. 98104

BARBARA WINFREE
TIMBERLAND REGIONAL LIBRARY
415 AIRDUSTRIAL WAY S.W.
OLYMPIA, WA. 98501

JAN WAGNER
14403 87TH
BOTHEL, WA. 98011

CINDY BONARO
4523 68TH AVE. W.
TACOMA, WA. 98466

DEBBIE WAKELEY
LONGVIEW PUBLIC LIBRARY
1600 LOUISIANA
LONGVIEW, WA. 98632

MARY ZIMMERMAN
PIERCE COUNTY LIBRARY
2356 TACOMA AVE. S.
TACOMA, WA. 98402

DONNA DENGEL
MULTNOMAH COUNTY LIBRARY
205 N.E. RUSSELL ST.
PORTLAND, WA. 97212

CHESTER COUNTY LIBRARY AND DISTRICT CENTER
400 EXTON SQUARE PARKWAY
EXTON, PENNSYLVANIA 19341

The Chester County Library has a newsletter and storytime Kits for day care centers. In addition to this service, the library has bilingual books and tapes for spanish speaking migrant families in the area. The migrant workers and their families are provided with books which they can keep. This promotes the services offered by the library. Assistance for this program is provided by special teachers working with these individuals.

FLINT PUBLIC LIBRARY
CHILDREN'S COMMUNITY SERVICES
1026 E. KEARSLEY
FLINT, MICHIGAN 48502

The Flint Public Library offers booklists, workshops, and puppet shows. As part of the program, 15 storyhours are given throughout the city at various schools and public libraries. Also, a collection of fingerplays for preschool children entitled Ring a Ring O' Roses, now in its 9th edition is available through the Flint Public Library. Contact the Flint Public Library for more information.

ELIZABETH DANLEY
PASCO COUNTY LIBRARY SYSTEM
8012 LIBRARY ROAD
HUDSON, FLORIDA 34667

Currently, the Pasco County Library is making infrequent visits to 10 percent of the licensed child care centers in Pasco county. The library system is planning a program to reach the population which, through the lack of transportation, has lost access to the library. Hopefully, a staff member will be hired to regularly present storyhours in the centers, deliver monthly loans of picture books to the day care centers, train child care givers, and publish and distribute, through the centers and branch libraries, booklists and information of interest to parents. The library system is applying for a grant to get the program started.

BEST COPY AVAILABLE

SHARON BALL
YOUNG PEOPLE'S SERVICES
HELEN M. PLUM LIBRARY
110 WEST MAPLE STREET
LOMBARD, ILLINOIS 60148

The Helen M. Plum Library offers newsletters and occasional visits to day care centers. It also has storytime kits called Travelin' Tales which are available to patrons through the library.

SUSAN WRIGHT
MOBILE SERVICES, CHILD CARE SERVICES
SNO-ISLE REGIONAL LIBRARY
7312 35TH AVE. N.E.
MARYSVILLE, WASHINGTON 98270

The Sno-Isle Regional Library offers on-site visits to the centers in the area. With these on-site visits, a librarian takes a set of 35 pre-charged books to the facility. Some of the facilities receive programs for preschoolers. Currently, the library is in the process of evaluating and changing services to meet borrower needs. It is also in the process of hiring a professional children's librarian for the Mobile Services Department to oversee the service.

SHIRLEY HUNT ALEXANDER or GRETCHEN WRONKA
HENNEPIN COUNTY LIBRARY
12601 RIDGEDALE DRIVE
MINNETONKA, MINNESOTA 55343

This outreach program has workshops and a bookmobile service. Readmobile: Books To Go is a bookmobile outreach service to family child care providers. It carries books, magazines, audio tapes, and records to be used in the day care homes. It also has an area for the librarian to tell stories and an information center for day care providers as well as parents.

BARBARA WORTMAN
PUBLIC LIBRARY OF MOUNT VERNON AND KNOX COUNTY
201 NORTH MULBERRY STREET
MOUNT VERNON, OHIO 43050

The library has booklists for preschoolers and a librarian visits the preschools and does a storytime program on a limited basis. The library is in the process of developing a regular visitation schedule.

CHILDREN'S SECTION
NEW ORLEANS PUBLIC LIBRARY
219 LOYOLA AVE.
NEW ORLEANS, LOUISIANA 70140

The New Orleans Public Library offers as part of its outreach program booklists and puppet shows. Also, two library associates offer a thematic and structured storytime for preschool children at a number of the day care centers.

RITA CAVANAGH
CHILDREN'S SERVICES DEPARTMENT
OAK PARK PUBLIC LIBRARY
834 LAKE STREET
OAK PARK, ILLINOIS 60301

Besides booklists, storytime kits, and preschool storytimes, the Oak Park Public Library offers several other services. For parents of newborns, the library has a booklet by Claudia Quigg entitled Babies and Books, A Joyous Beginning. For the home day care provider, workshops are offered to assist the care giver in working with children.

MARY D. STICKFORD
YOUTH SERVICES LIBRARIAN
ROSWELL PUBLIC LIBRARY
301 N. PENNSYLVANIA
ROSWELL, NEW MEXICO 88201

Roswell Public Library has storytime kits designed for preschool children. Booklists, newsletters, workshops, and puppet shows are available the library for individuals working with children 6 years old and older.

DEBORAH TROMBLEY
RUTH BRADY WICKES LIBRARY
1713 HESS
SAGINAW, MICHIGAN 48601

Workshops, booklists, and puppet shows are offered throughout the Wickes Library along with a special pop-up book collection for children. The library also has a program for newborns and their mothers. The mothers receive a board-book list and a library information sheet to start their child on the road to prevent illiteracy.

RHEA DUNCAN
REACH PROGRAM
SMYRNA PUBLIC LIBRARY
2873 KING STREET
SMYRNA, GEORGIA 30080

This Smyrna Public Library offers storytime kits and a librarian visits the schools in the area. Services in the planning stage are a newsletter and workshops. The program called REACH, which stands for Reading and Educational Alternatives for CHildren, allows teachers to ask for books on topics shared in their classroom. The librarian selects up to ten books relating to the particular theme. If ten books are not available, the librarian will send ten of the library's best children's books. Rhea stated that the preschools love to have "new" books to read to the children each month.

BEST COPY AVAILABLE

MARATHON COUNTY PUBLIC LIBRARY
400 FIRST STREET
WAUSAU, WISCONSIN 54401

Booklists, storytime kits, and workshops are just some of the outreach services provided by the Marathon Public Library. A librarian also visits area nursery schools and day care centers. For this program, a storyteller was hired for one year to contact each of the county's nursery schools and day care centers. At each of the centers, a thirty minute book based program was presented as well as the distribution of library applications and other information. During this time, nearly 3,500 children were reached.

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